

GENDER DIFFERENCES IN STUDENTS' VOCABULARY LEARNING STYLES

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Abstract

Vocabulary learning is one of the most important challenges that learners will face throughout the language learning process. However, individuals preferentially process information and learn in different ways, which is known as learning styles. Recently, there has been a major concern that gender is considered as an important factor which influences and differentiates how people learn (Zokaee, 2012). To address this issue, this study aimed to investigate whether there are gender differences in learning style preferences in the first-year students (2015) majoring in the English Language Education Program (ELEP) of the Faculty of Language and Literature at Satya Wacana Christian University, Salatiga. In this study, there are three learning styles which are discussed: visual learning style, auditory learning style, and kinesthetic learning style. Furthermore, Coffield (2006) stated that the learners can be called unimodal if they prefer single learning style and multimodal if they prefer a variety of learning styles. The latter can further be classified into bimodal (prefer two learning styles) and trimodal (prefer three learning styles). A total of 23 female students and 8 male students responded to a closed-ended questionnaire that consists of 19 items, which was designed based on the theory proposed by Oxford (1990, as cited in Zokaee, 2012), Wong (2006) and Pyke (2010). The result revealed that all of female and male students (100%) stated that learning English vocabulary is important. It was also found that female students preferred single mode of learning style with preference toward visual, whereas male students were multimodal.

Keywords: gender, vocabulary learning, learning styles